

agenda

May 1959.

No. 5.

As we go to press, Oxford has revoked the decision to abolish the Latin requirement for Responsions, but it would be unwise to think that the danger is past: the majority in favour of Latin was only nineteen. At Cambridge, Latin is no longer compulsory.

That fifty five per cent of the Oxford undergraduates were in favour of making Latin optional, which would have meant that many schools would cease to provide it on their curriculum, is indicative of the lack of awareness of the average University student to the forces of disintegration that are at work, knowingly or unknowingly, everywhere today. In the debate, the Rector of Lincoln, said: "One of the things we are asking this house to do is not so much to free the scientists, but to free the schools."

It is not suprising that many students regard Latin merely as a nuisance, when no attempt is made to enable them to understand *why* they should learn it.

The first step towards the destruction of a civilisation is to forget or obscure its roots: then any ideology, however wrong, can be universally accepted: or, which is more probable, a state of drift can come about, where everything declines and rots. The general root of a civilisation is language: to endanger the continued teaching of Latin in our schools is to submerge the roots of our language.

In the race to find an increasing number of technical students, the teaching of Latin to these students becomes more, not less, essential, if we are not going to produce a type of mind cut off from our cultural heritage and prone to the worst diseases of twentieth century ideology.

We published an article on the state of education in the United States in Agenda No. 3. We note that Miss Helen Gardner, speaking for the retention of Latin, refers to the lack of Latin teaching in the United States as "one cause of growing incompetence in the writing of English" but although it seems to have been her speech which swayed the assembly to retain Latin, it is a pity that she did not refer more specifically to the dangers of "driving Latin out of the schools".

*"Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart. . ."*

MENCIUS III-i-III-4

For this reason the scholar-prince puts his heart in it, is no spend-thrift; in regard to subordinates he listens to the rites of propriety, and in taxing the people he looks to the law.

Chih 4: *Scroll attached to tree with official sword.*

Cf.: "Usurpatio enim juris non facit jus," De Monarchia,
[Dante.

"Non alterare ne loro legge ne loro dazii"

Il Principe, Machiavelli.

"No tallage or aid shall be taken or levied. . . without the goodwill and consent of . . . barons, knights, burgeses, and other freemen of the land." Magna Charta, Sir Edward Coke.

"The Court's products has shown an increasing incidence of the sweeping dogmatic statement, of the formulation of results accompanied by little or no effort to support them in reason, in sum, or opinions that quite frankly fail to build the bridge between authorities they cite and the results they decree:" March 5, 1959.

Professor Bikel of Yale, 1957 Congressional Record.

"The root stench being usura and METATHEMENON"
Canto 88 E. Pound.

David M. Gordon.

From 'What about "Printing Press" money for U.S.'

by Robert B. Anderson, Secretary of the Treasury
in *U.S. News & World Report*, 4 May 1959, p. 77.

The fact that fiscal matters are little understood—even by some rather prominent and otherwise well-informed people—was brought home to me one day when a visitor in my office remarked: "You talk of the dangers of monetization of the debt, Mr. Secretary. You know, I just don't believe there is such a danger. Probably because I don't quite understand what monetization means!"

I said this to my visitor: "Now suppose I wanted to write checks of 100 million dollars starting tomorrow morning, but the Treasury was out of money. If I called up a bank and said, 'Will you loan me 100 million dollars at 3½ per cent for six months if I send you over a note to that effect?' the banker would probably say, 'Yes, I will.'

"Where would he get the 100 million dollars with which to credit the account of the United States Treasury? Would he take it from the account of someone else? No, certainly not. He would merely create that much money, subject to reserve requirements, by crediting our account in that sum and accepting the Government's note as an asset. When I had finished writing checks for 100 millions, the operation would have added that sum to the money supply. Now certainly that approaches the same degree of monetization as if I had called down the Bureau of Engraving and Printing and said, 'Please print me up 100 million dollars' worth of greenbacks which I can pay out tomorrow.'"

At this point my visitor broke in to say, "Oh, I would be against printing those greenbacks!"

From a letter to the editor :

Dear Cookson,

Your statement of the situation in education (AGENDA 3) is well put, but I should like to add a few corollaries.

In both ancient and medieval times a university was formed about a group of savants, was in fact nothing other than such scholars, and the curriculum consisted of that body of knowledge in which these men were expert. No one considered including a subject merely because it was taught at another faculty; or in other words there was no attempt at standardization. And these universities shaped the minds which produced the classics.

These teachers were lecturing in areas of thought with which they were deeply concerned, and as a result their enthusiasm infected their students. "Ennui" precludes the possibility of learning, and much contemporary curriculum seems specifically designed to induce boredom. The professor may be downright wrong, but if his vitality is transmitted to his students, they will more than likely get to the facts on their own and not long be deceived. The real danger is the current situation: students concerned with absolutely nothing.

Charles Martell.

Paideuma: a few people thirsting for knowledge after having been deluded by the present educational systems might well register the inconveniences caused them by not having started with Latin at an early age.

Su-Lung Wang in her "A Daughter of Confucius" makes a very lively comment on inconvenience suffered by those who were not started on the Three Character Classic, in contrast to primers teaching "The cat sees the rat."

I finished reading *The Hungry Sheep* on the day that Sir David Kelly, the author, died. He defended the West against its detractors by accurate reply, and tried to restore the self-confidence which the writings of Shaw, Wells, Freud, Marx etc. had done so much to shake. But Kelly only referred in a footnote, dealing with the Grand Orient in France, to the subversive forces of irresponsible power. The distinguished diplomat was apparently as ignorant as the next about the monopoly of credit or about the real power mentioned long ago by Disraeli and more recently by Rathenau, who said that a small number of people ruled the world and they all knew each other. I fear that unless others use Kelly's work as a starting point for more precision, the sheep will remain both hungry in the sense implied, and more abysmally sheep.

H. S.

SPRING 1959

(SHE)

I have all of a world inside me, love,
And it's soon to be born;
I have all of a world inside me, love,
An nobody cares;
So many worlds we have shaped, love,
So many have withered away,
Not even you have a care, love,
For the world inside me today.

(HE)

Kicks and blows are my lot, love,
Nails to pierce my flesh,
Swords of steel to carve me up,
And a mill to grind my bones;
You lie with a world inside you,
Near your time on a green stone,
My tears flow down as a river of blood
Past your throne.

EWART MILNE.

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